Training Quality Standard

Current View, Lessons learned and Measuring Employer Satisfaction (A.5)

Train to Gain - Building on Success Event

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Aims of the Training Quality Standard

A government White Paper mandated a New Standard that could accredit:

- Responsiveness to business needs
- Excellence in delivering vocational training
- A commitment to continuous improvement
- Accrediting specialisation

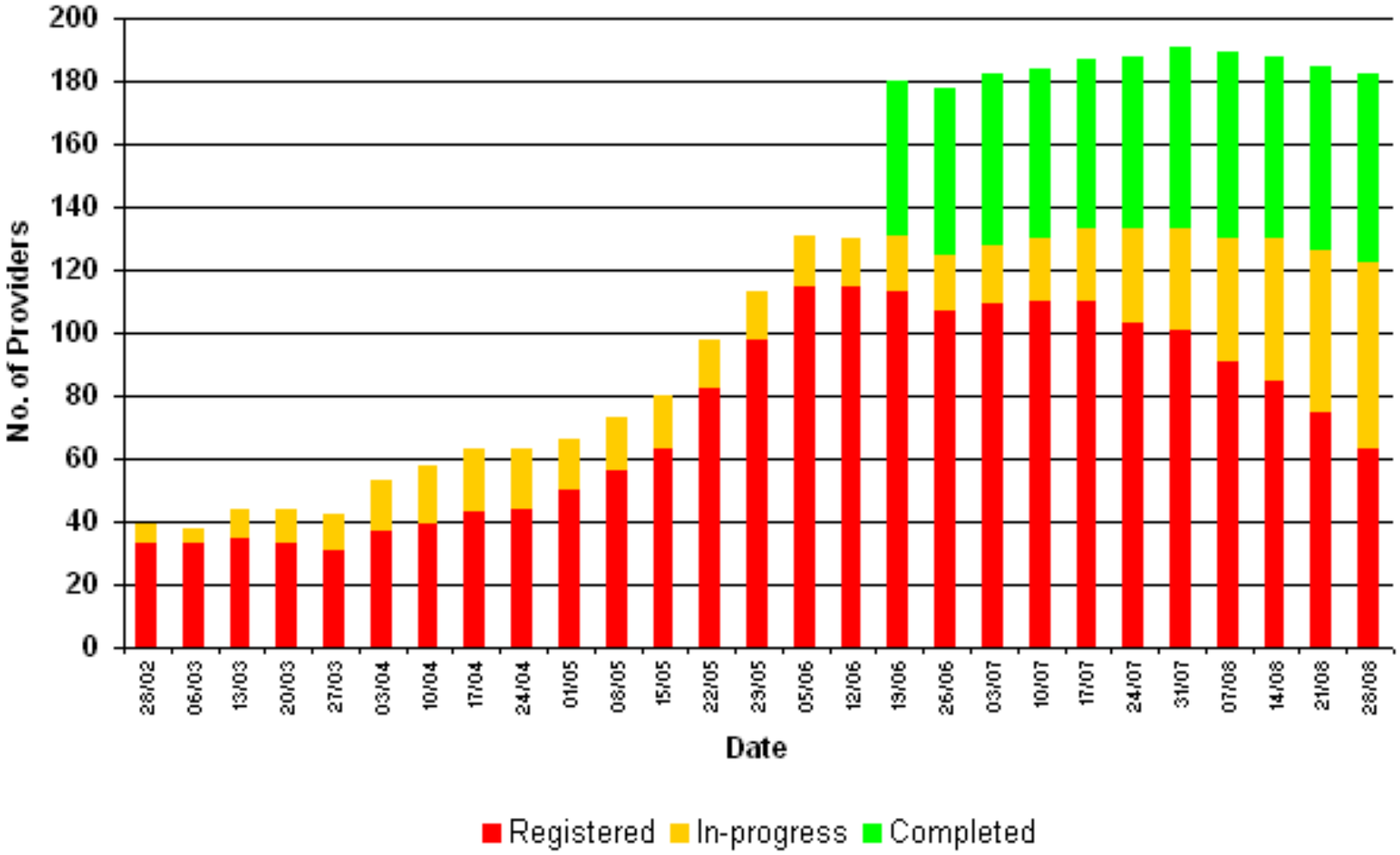
The aim is to bring clarity to the market, i.e. 1 badge that is nationally promoted.

Quality Mark

TQS: What it isn't

- We're concerned with identifying quality as employers would see it, not creating another set of funding or audit hurdles
- A quality management system prescribing a particular way of running things.
- Isn't an endorsement of everything organisations does; we're looking at training solutions delivered to employers, not any service that could be delivered in isolation (e.g., room hire).
- Not just about Certification - We're looking to identify the best, not embarrass those that are still getting there.

TQS: Rising demand



TQS Management Information

- 200 providers have registered so far
- These are at varying stages
  - Registration
  - Developing an application-for-assessment
  - Verification Visits
  - Validation
  - Decision
  - Feedback meeting
- 11 have received full certification
- 37 have received conditional certification
- 25 have failed
- 73 of these have progressed to the feedback meeting
- 2 Deferred

More...
Map
Satellite
Terrain
Aberdeen
Dundee
Glasgow
Edinburgh
Londonderry
Donegal
Belfast
Sligo
Monaghan
Louth
Cavan
Mayo
Roscommon
Galway
Dublin
Kildare
Wicklow
Limerick
Kilkenny
Wexford
Tipperary
Waterford
Cork
Isle of Man
Darlington
Preston
Southport
Liverpool
Manchester
Grimsby
Stoke-on-Trent
Telford
Peterborough
Birmingham
Ipswich
Oxford
Swansea
Cardiff
Southend-on-sea
Brighton
Southampton
Portsmouth
Eastbourne
Bournemouth
Plymouth
Amsterdam
Den Haag
Rotterdam
Eindhoven
Brugge
Brussel
Bruxelles
Dunkerque
Calais
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Pass Marks

- 550 points (of 1000)
- Minimum 25% on every indicator
- Conditional accreditation: 385 of 700 points for ‘approaches’
- Conditional – 12 month progress reviews
- Full certification lasts 3 years
- Providers need to wait 6 months if they are unsuccessful and wish to apply again

Certification

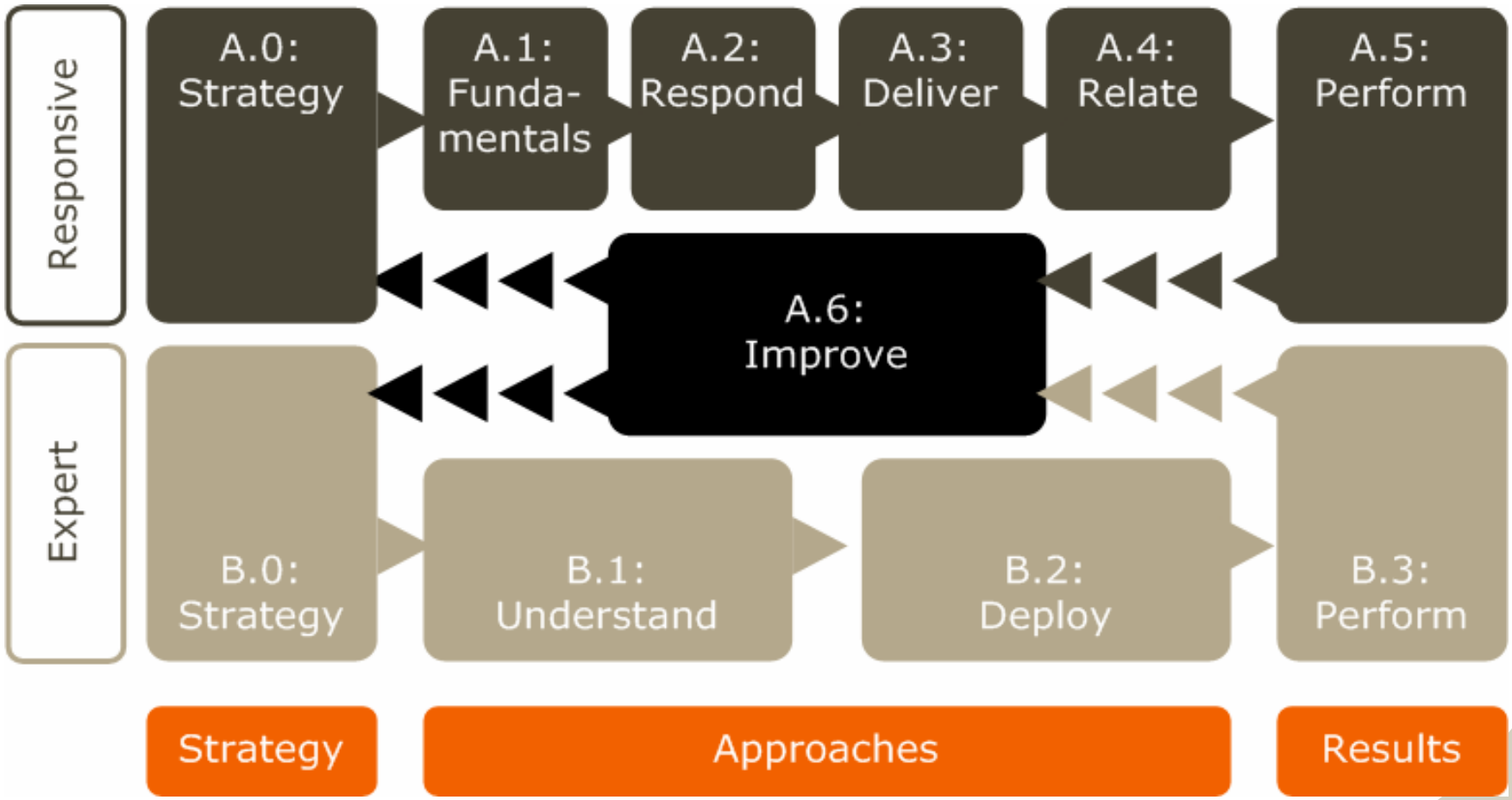
- Certification means public recognition
- Valid for 3 years
  - Those with Part A can submit Part B applications for up to 2 years
  - Where this is 6 months after certification, updated Part A submission is required
- Subject to accepting terms and conditions

TQS & Framework for Excellence

How does the TQS differ from framework for excellence?

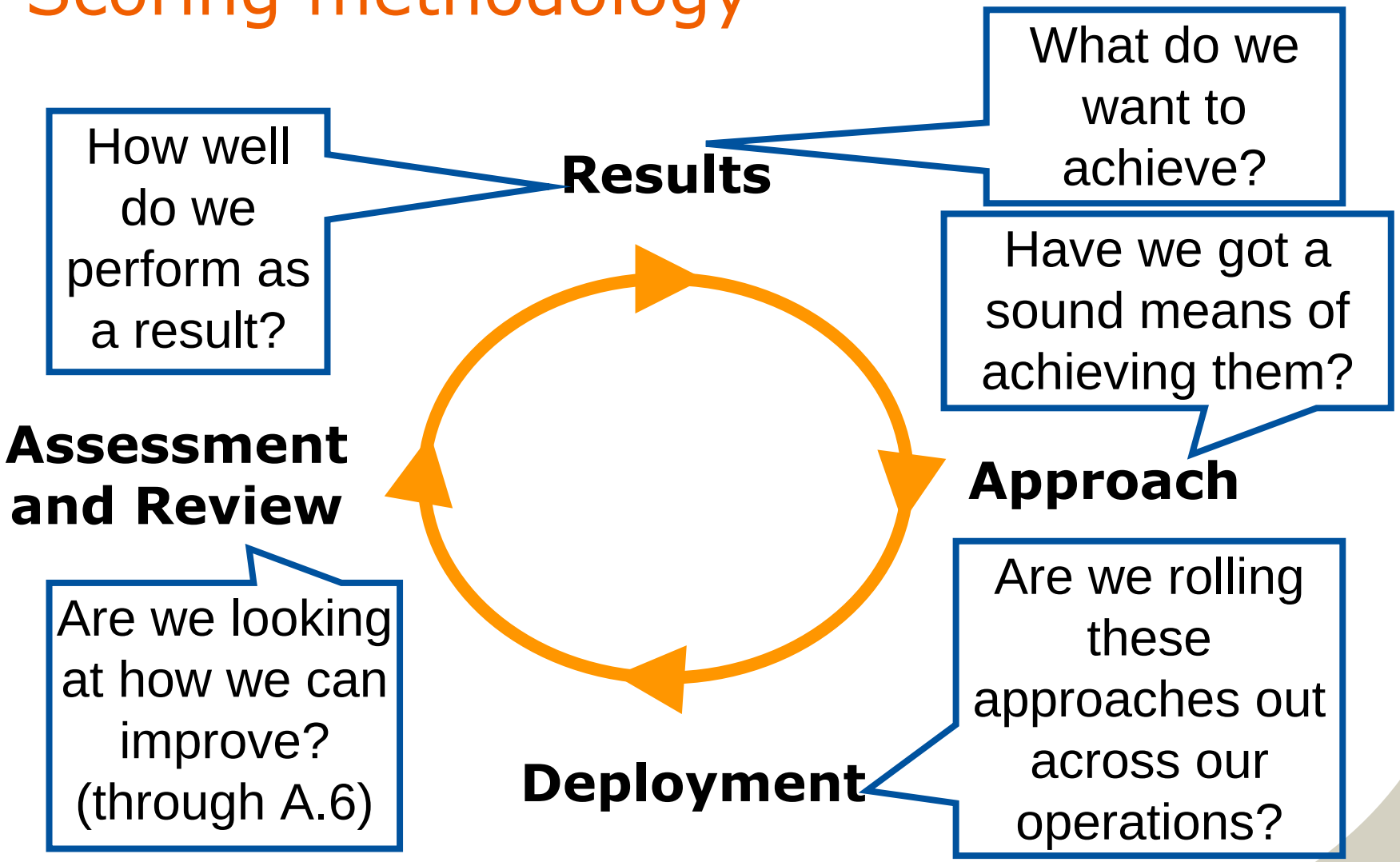
FFE is…	Training Quality Standard
about performance outcomes.	looks across process *and* outcomes.
about LSC-funded providers only.	is a mark of quality for all providers.
likely to be an annual assessment.	is a 3-yearly accreditation and adds site visits and validation by employers.

The Training Quality Standard



Certification Process

Scoring methodology



Acknowledgement: RADAR logic used with approval from EFQM.

So you're trying to describe how something works in relation to what the standard focuses on. Specifically this is…

(1) What you do.

(2) Why you do it.

(3) Who does it.

(4) How you do it.

(5) How you know what you do works?

(6) What difference has it made? (Impact measures).

(7) How do you use information to improve what you do?

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What are Assessors thinking?

- "Is it clear what we are assessing? "
  - Context
- "Can we see how things flow?"
  - Chapters of the same book and not a series of short stories
- "Is it clear why things are done the way they are?"
  - Do the Approaches support the Strategy
- "Can we see how far it has been implemented?"
- "Are there trends presented with targets and comparisons?"
- "How comprehensive is the range of measures?"

Common Strong Indicators – Part A

- Fundamentals
- Managing enquiries
- Preparing the Delivery Team
- Managing Progress
- Achieving Results
- Review Performance and Develop Services

Least Strong Indicators – Part A

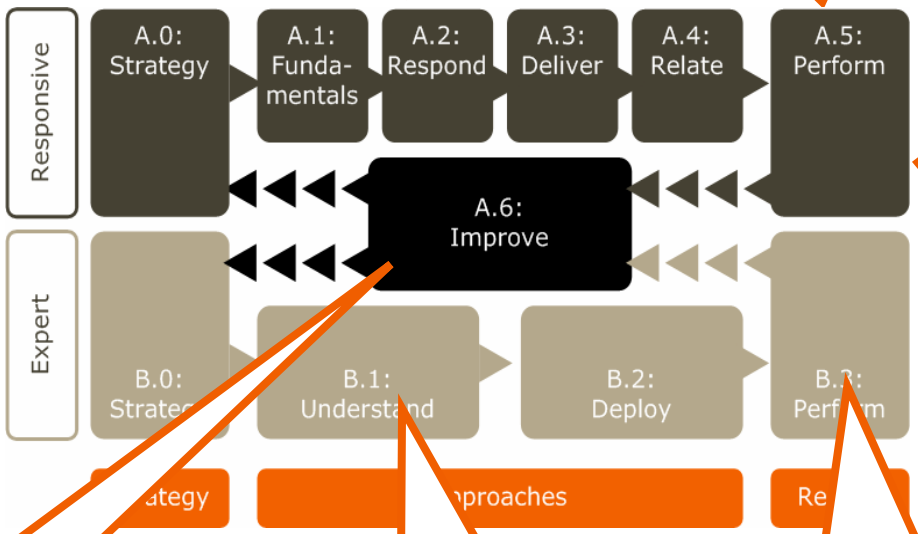
- Defining Aims, Markets and Results
- Understanding Organisational Needs
- Presenting Proposals
- Preparing Customers
- Reviewing Outcomes
- Satisfy Customers
- Impact on Customers

Difficulties for many in understanding needs and agreeing outcomes; but 82% providers say they do this

Worst scores on A.5; but 93% providers say they always/frequently measure satisfaction; 63% for impact

Examples of good practice include:

1) Producing trend data on employer satisfaction.
2) Addressing negative feedback.
3) Methods in place to measure quality.
4) Evaluating evidence across depts.



Survey data from telephone survey of providers, March 07, n=350.

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High performing providers regularly evaluate their practices.

High performing providers stay up to date with recent industrial developments and can demonstrate this.

Difficulty evidencing sector impact, but 82% providers rate relevance "good" or "outstanding"

A.5 / B.3 Perform: Common Issues with Results

- Lack of graphs / tables
- No explanation of rationale for the targets given
- Very few benchmarks other than “National Averages”
- Little linkage with objectives in A0 / B0
- Evidence is qualitative rather than quantitative
- Absence of evidence
- Plenty of narrative but no “numbers”
- Simply using the same evidence for Part A & Part B!

A.5 Results and ROI…

Step 1: Establish the starting point

- **A2.2:** An employer's wants are established and underlying business needs identified to shape solutions tailored to its requirements

- How does your approach gather base line data to quantify the staring point? What's your Needs Analysis Model?

- You could use:

- Surveys

- Agreed KPIs

- Observations

- Existing Management Data

A5 Results and ROI…

Step 2: Establish the end point

- **A2.4:** Proposals for the delivery of a solution are based on specific and realistic outcome targets reflecting the employer's business needs.

- The outcome from your needs analysis should be used to quantify anticipated outcome of the programme.

A.5 Results and ROI…

Step 3: Communicate Expectations

- **A.3.1:** The people delivering training solutions are briefed fully on the requirements and background of the employer before they begin working with them.

- Share findings of steps 1 and 2 with trainers and employers.

- Establish a clear understanding of: (1) how new skills will be used in the workplace; and (2) the expected outcome of new skills in the workplace.

- **A.3.2:** The employer and its employees are given appropriate briefing before delivery of a training solution begins.

- Help employers and employees understand the **expected outcome** of the training.

- Training more likely to 'do' what it's meant to when its application is fully understood by trainees and managers.

A.5 Results and ROI…

Step 4: Assessing the outcome

- Measure **actual** outcomes against the expected outcomes using the same methodology used for the needs analysis (e.g. Surveys, Agreed KPIs, Observations, Existing Management Data).

- **A.5.0:** Indicators and outcomes of performance against strategic objectives show an improving trend or a sustained high level of performance.

- Outcomes from each employer will show impact against strategic objectives.

- **A.5.1:** Employers' satisfaction with services shows an improving trend or a sustained high level of performance.

- Data gathering methods include satisfaction measures alongside the outcome measures.

- **A.5.2:** Employers' assessment of impact on business needs shows an improving trend or a sustained high level of performance.

- Data gathering methods include satisfaction measures alongside the outcome measures.

What development has been taking place around the Standard?

- Assessor Licensing
- Practitioner Development
- The Standard has been designed so any **provider of training to employers** can go for Assessment and Certification.
- To achieve this we're working with:
  - Employers that deliver their own training
  - Universities
  - Small training providers
  - Private providers
- The standard needs to become established in other areas so that employers can see a cross-cutting brand.
- Developing further guidance around the Standard, i.e. how the Assessment Framework should be interpreted.

Training Quality Standard for Employers: Part A and Part B

Part A

- The responsiveness of an organisation's internal training function(s), to the customers (other parts of the organisation) for which they are directly responsible.

Part B

- The ability of the training function to deliver training products and services which not only meet the needs of their customer, but also support the organisation's wider corporate objectives.

Benefits of applying

- **Monitoring and evaluation**: A quality assessment tool which can be applied by an organisation to its training delivery, to identify how far its training delivery meets the needs of its customers wider objectives.
- **Business Improvement**: Crucially, the application process is useful in order to test whether the processes employed do what they're intended to. The application process can also be the catalyst to start discussion as to how these processes may need to change.
- **Continuous Improvement**: Linked to the point above, where an organisation is looking to facilitate continuous improvement they would first need to establish where the organisation currently is, so they have something to benchmark future performance against.

Benefits of applying

- A **'critical friend'** to look at what the employer does is crucial if they're to identify strengths, and more importantly, areas where they could improve.
- TQS **Assessors have wide ranging experience** from a range of different industry areas which we anticipate (and has also been fed back) is something organizations can benefit from.
- At the end of the process an organization will receive a **feedback report** from their assessors which highlights strengths and areas of improvement against the standard. The key benefit for an organization is this would help identify development required, and the focus of any improvement activity.
- The standard is something that an organisation can use externally, highlighting to their customers, business partners and competitors that their approaches to training delivery meet the tough measures required by the Training Quality Standard.

Certification Bodies

National

- **Investors in Excellence**

- Vanessa Crawford or Tim Hunt (Tel: 01675 460997)

- **Training Quality Standard Assessment Services**

- Gill Theo (Tel: 0845 300 5177)

Regional

- **Centre for Assessment Ltd (North West)**

- Johanna Bretherton (Tel: 01925 256652)

- **CQL Group (London, South East and East of England)**

- Mike Bate (Tel: 020 7161925)

- **Quality South West (South West)**

- Tel: 01452 413641

Further Information

- www.trainingqualitystandard.co.uk
- Email: info@trainingqualitystandard.co.uk
- Phone: 0845 225 1310
- www.cfe.org.uk
- If you're an LSC training provider, support can be accessed from the World-Class Skill programme.
- Further information about these activities, and bookings, can be found here: http://excellence.qia.org.uk/programmesandservices/wcs/booking
- Alternatively you can contact the World Class Skills team by:
- Email: wcsenquiries@kpmg.co.uk
- Phone: 0800 32 86 075